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Jesuit and Feminist Education; Jesuit and Feminist Education Intersections in Teaching and Learning for the Twenty-first Century. Edited by Jocelyn M. Boryczka and Elizabeth A. Petrino. Introduction by Jeffrey P. von Arx. Appendix by Charles L. Currie. Published by: Fordham University Press ...

Given its long tradition of authentic dialogue with other religious and philosophical perspectives, Jesuit education is uniquely suited to address the range of opportunities and challenges teachers and students face in the twenty-first century. At first glance, Jesuit and

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feminist ways of understanding the world appear to be antagonistic approaches to teaching and learning. But much can be gained by focusing on how feminism, in dialogue with Jesuit education, can form, inform, and transform each other, our institutions, and the people in them. Both traditions are committed to educating the whole person by integrating reason and emotion. Both also argue for connecting theory and practice and applying knowledge in context. As unabashedly value-driven educational approaches, both openly commit to social justice and an end to oppression in its many forms. With strong humanistic roots, Jesuit and feminist education alike promote the liberal arts as critical to developing engaged citizens of the world. This book explores how the principles and practices of Ignatian pedagogy overlap and intersect with contemporary feminist theory in order to gain deeper insight into the complexities of today's multicultural educational contexts. Drawing on intersectionality, a method of inquiry that locates individual and collective standpoints in relation to social, political, and economic structures, the volume highlights points of convergence and divergence between Ignatian pedagogy, a five-hundred year old humanistic tradition, and more recent feminist theory in order to explore how educators might find strikingly similar methods that advocate common goals--including engaging with issues such as race, gender, diversity, and social justice. By reflecting on

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these shared perspectives and inherent differences from both practical and theoretical approaches, the contributors of this volume initiate a dynamic dialogue about Jesuit and feminist education that will enliven and impact our campuses for years to come.

"This book explores how the principles and practices of Ignatian pedagogy overlap and intersect with contemporary feminist theory in order to gain deeper insight into the complexities of today's multicultural educational contexts. Drawing on a method of inquiry that locates individual and collective standpoints in relation to social, political, and economic structures, it highlights points of convergence and divergence between Ignatian and feminist pedagogies to explore how educators might find strikingly similar methods that advocate common goals—including engaging with issues such as race, gender, diversity, and social justice."--Publisher's abstract.

Annotation. Given its long tradition of authentic dialogue with other religious and philosophical perspectives, Jesuit education is uniquely suited to address the range of opportunities and challenges teachers and students face in the twenty-first century. At first glance, Jesuit and feminist ways of understanding the world appear to be antagonistic approaches to teaching and learning. But much can be gained by

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dynamic dialogue about Jesuit and feminist education that will enliven and impact our campuses for years to come.

This groundbreaking collection explores the important ways Jesuits have employed rhetoric, the ancient art of persuasion and the current art of communications, from the sixteenth century to the present. Much of the history of how Jesuit traditions contributed to the development of rhetorical theory and pedagogy has been lost, effaced, or dispersed. As a result, those interested in Jesuit education and higher education in the United States, as well as scholars and teachers of rhetoric, are often unaware of this living 450-year-old tradition. Written by highly regarded scholars of rhetoric, composition, education, philosophy, and history, many based at Jesuit colleges and universities, the essays in this volume explore the tradition of Jesuit rhetorical education—that is, constructing “a more usable past” and a viable future for eloquentia perfecta, the Jesuits’ chief aim for the liberal arts. Intended to foster eloquence across the curriculum and into the world beyond, Jesuit rhetoric integrates intellectual rigor, broad knowledge, civic action, and spiritual discernment as the chief goals of the educational experience. Consummate scholars and rhetors, the early Jesuits employed all the intellectual and language arts as “contemplatives in action,”

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preaching and undertaking missionary, educational, and charitable works in the world. The study, pedagogy, and practice of classical grammar and rhetoric, adapted to Christian humanism, naturally provided a central focus of this powerful educational system as part of the Jesuit commitment to the Ministries of the Word. This book traces the development of Jesuit rhetoric in Renaissance Europe, follows its expansion to the United States, and documents its reemergence on campuses and in scholarly discussions across America in the twenty-first century. Traditions of Eloquence provides a wellspring of insight into the past, present, and future of Jesuit rhetorical traditions. In a period of ongoing reformulations and applications of Jesuit educational mission and identity, this collection of compelling essays helps provide historical context, a sense of continuity in current practice, and a platform for creating future curricula and pedagogy. Moreover it is a valuable resource for anyone interested in understanding a core aspect of the Jesuit educational heritage.

In *Educating the Catholic People*, Salomoni offers a new perspective on the pedagogical, institutional, and political innovations introduced

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in Italy by religious teaching congregations between the sixteenth and eighteenth centuries.

Gerald J. Beyer's *Just Universities* discusses ways that U.S. Catholic institutions of higher education have embodied or failed to embody Catholic social teaching in their campus policies and practices. Beyer argues that the corporatization of the university has infected U.S. higher education with hyper-individualistic models and practices that hinder the ability of Catholic institutions to create an environment imbued with bedrock values and principles of Catholic Social Teaching such as respect for human rights, solidarity, and justice. Beyer problematizes corporatized higher education and shows how it has adversely affected efforts at Catholic schools to promote worker justice on campus; equitable admissions; financial aid; retention policies; diversity and inclusion policies that treat people of color, women, and LGBTQ persons as full community members; just investment; and stewardship of resources and the environment.

Originally published as a special issue of *Christian Higher Education*, this volume showcases diverse forms of community engagement work carried out by faith-based colleges and universities throughout the US. Acknowledging the rise of community engagement as a contemporary

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expression of a longstanding civic impulse, *Community Engagement in Christian Higher Education* explores how religious mission and identity animate institutional practice across various forms of Catholic and Protestant Higher Education. Offering perspectives from faculty members, administrators, and community partners at nine different US institutions, chapters highlight effective initiatives that have been actively implemented in rural, urban, and suburban contexts to meet local needs and serve the public good. With a focus on practical community work, the text demonstrates the very concrete ways in which Christian values can inform and foster community engagement. This volume will be of interest to scholar-practitioners, researchers, and academics in the fields of higher education, sociology of education, religious education, and practical theology. More broadly, the text offers important insights for faith leaders and the faculty of faith-based institutions exploring issues of community, identity, and shared purpose.

Global Reformations offers a sustained, comparative, and interdisciplinary exploration of religious transformations in the early modern world. The volume explores global developments and tracks the many ways in which Reformation movements shaped relations of Christians with other Christians, and also with Jews, Muslims,

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Buddhists, and aboriginal groups in the Americas. Contributions explore the negotiations, tensions, and contacts that developed across social, gender, and religious lines in different parts of the globe, focusing on how different convictions about religious reform and approaches to it shaped social action and cross-confessional encounters. The essays explore the convergence of religious reform, global expansion, and governmental consolidation in the early modern world and examine the Reformation as a global phenomenon; the authors ask how a global frame complicates our understanding of what the Reformation itself was and offer a unique and up-to-date examination of the Reformation that broadens readers' understanding in creative and useful ways. Demonstrating new research and innovative approaches in the study of cross-cultural contact during the early modern period, this volume is ideal for advanced undergraduates and graduates of early modern history, religious history, women's & gender studies, and global history.

The twenty-first century presents unique political challenges, like increasing concern over racially based police brutality and mass incarceration, continuing economic and gender inequality, the rise of conservative and libertarian politics, and the appropriate role of religion in American politics. Current scholarship in American

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political thought research neither adequately responds to the contemporary moment in American politics nor fully captures the depth and scope of this rich tradition. This collection of essays offers an innovative expansion of the American political tradition. By exposing the major ideas and thinkers of the four major yet still underappreciated alternative traditions of American political thought—African American, feminist, radical and conservative—this book challenges the boundaries of American political thinking about such values like freedom, justice, equality, democracy, economy, rights, identity, and the role of the state in American life. These traditions, the various authors show in different ways, not only present a much fuller and more accurate characterization of what counts as American political thought. They are also especially unique for the conceptual resources they provide for addressing contemporary developments in American politics. Offering an original and substantive interpretation of thinkers and movements, American Political Thought will help students understand how to put American political thought into conversation with contemporary debates in political theory.